

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X522

School Name:

BRONX DESIGN AND CONSTRUCTION ACADEMY

Principal:

MATTHEW WILLIAMS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Design & Construction Academy School Number (DBN): 07X522
Grades Served: 9-12th
School Address: 333 E. 151st Street, Bronx, NY 10451
Phone Number: 718-402-7690 Fax: 718-402-4216
School Contact Person: Damaris Frias Email Address: dfrias@schools.nyc.gov
Principal: Abigail Lovett
UFT Chapter Leader: Luis Castillo
Parents' Association President: Yolanda Marcial-Cruz
SLT Chairperson: Tamara Hughes
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Gladys Abrahante
Student Representative(s):

District Information

District: 07 Superintendent: Elaine Lindsey
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Abigail Lovett	*Principal or Designee	
Luis Castillo	*UFT Chapter Leader or Designee	
Yolanda Marcial-Cruz	*PA/PTA President or Designated Co-President	
Jose Giraldo	DC 37 Representative (staff), if applicable	
Gladys Abrahante	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tamara Hughes	Member/Elected Teacher	
Roberto Cruz	Member/Elected Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our Mission

Bronx Design and Construction Academy offers rigorous integrated instruction that prepares students for entry into the competitive construction trades post-secondary education. BDCA graduates will be prepared to make assured life choices and become powerful agents of change in the community at large.

History

Founded in 2011, Bronx Design and Construction Academy is a four year Career and Technical Education (CTE) public school within the New York City Department of Education. Bronx Design and Construction Academy is proud to partner with the following organizations:

- Smalls Electrical Construction, Inc.
- Transportation Diversity Council
- East Side House Settlement
- Robin Hood Foundation
- Bronx Teen Connections
- Cycling Smarts
- City Harvest

About 36% of our student population is Special Ed, and about 18% of our population is ELL. We provided students the services mandated as per their EIP but in addition to that we work closely with our CBO- East Side House Settlement to offer additional services to students and their families. For the 2015-16 school year we intend to increase the level of services offered to our ELL population.

As a Career and Technical Education school our male population is much larger than our female population. We are diligent in recruiting female role models in the industry and offering programs and opportunities for our female population to ensure that they feel integrated and part of our community at large. This includes homogeneous advisories, women's day series, female clubs, and PSAL teams.

07X522 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	568	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	4	# SETSS	11	# Integrated Collaborative Teaching
				32
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				N/A
# Foreign Language	4	# Dance	N/A	# CTE
				49
School Composition (2013-14)				
% Title I Population	100.2%	% Attendance Rate	81.6%	
% Free Lunch	88.1%	% Reduced Lunch	4.9%	
% Limited English Proficient	16.3%	% Students with Disabilities	26.3%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American	27.5%	
% Hispanic or Latino	70.2%	% Asian or Native Hawaiian/Pacific Islander	1.4%	
% White	0.5%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	7.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)	5.74	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	69.4%	Mathematics Performance at levels 3 & 4	45.7%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	74.8%	% of 2nd year students who earned 10+ credits	50.7%	
% of 3rd year students who earned 10+ credits	62.2%	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	YES	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As a school we have made gains in the 2014-2015 school year towards component 1.1, curriculum; however are still working to be proficient in 1.2 pedagogy and 2.2 assessments. This is after our QR from 2014 and two PPO’s conducted this year in December 2014 and again in April 2015.

Student performance on the regents has improved since summer 2014, with a 22% rise in the algebra regents, 17% increase in the US and 23% in English. The benchmark predictors that have been administered to students indicates that our overall regents rates will rise 18% this year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

85% of curriculum will be aligned and integrated with the contents of CTE by Spring 2016, informed by our writing rubrics and tracked according to those benchmarks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Staff Professional Development on Common Core and Writing Rubrics</p>	<p>Full Staff</p>	<p>September-November</p>	<p>Cannon</p>

I identify and create a map of benchmarks for integrated skills across all grade levels as evidenced in unit plans and student work.	Full Staff	Full year	Admin
CTE PD on CCLS alignment to trade, to include specific PD's designed for 11/12 STEM and 11/12 Humanities	All CTE and 11 th /12 th teachers	September-November	Crowe
Monitor student progress 9 times a year from admin, House leaders and instructional support from Skedula	Full Staff	Full year	Lovett/House/Instructional support

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Hiring of contracted instructional support people:										
Rhonda Bondie										
Evette Avila										
Hochman Writing Program										
Support of Superintendent:										
Lisa Gravenburg										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Benchmark monitoring 3 times a year across all contents, Pass rates across grades, contents and classes, Regents pass rates, staff growth according to Advance feedback.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

This year we have a large increase in OORS incidents mainly due to the new recording and accountability procedures we implemented. We have has 2.3 incidents logged for every one student we had in the building; however 24% of the population (140 students) were named repeated on the log. In OORS as official suspensions, we had 27 students with incidents over the 2014-15 school year.

The school needs, as indicated by OORS suspensions data and our internal behavior log, a new restorative justice program, and the implementation and follow through it entails.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

80% of our students will be on the Deans List (Behavior Honor Roll) as measured by infractions monitored in Skedula by Spring 2016

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create an incentive/behavior honor level system to recognize positive behavior</p>	<p>Self-discipline team</p>	<p>Summer</p>	<p>Dean of students, House leaders</p>

Professional development on the use of Skedula to track student behavior and communicate with parents	Full staff	September-October	House leaders, CTE teachers, Dean of Students
Continue to develop staff's understanding of Response to Intervention (RTI)	Full staff	September-December	IEP coordinator/Dean of students
Behavior Planning Workshops to create plans and find solutions for students who are struggling the most with behavior related issues	Full staff	September-December	Dean of Students

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Engaging Schools contract for a school wide discipline approach											
House leaders on comp time positions											
Per session offered to House leaders											
Hire a new Dean of Students position											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>Percent of incidents listed on Skedula and through OORS</u>
<u>Student survey</u>
<u>Teacher survey</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on Danielson observations our teachers need PD in:

3c and 3d, engaging students and assessment

In addition to looking a student work, and collecting and utilizing benchmark data.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of teachers will utilize data to inform planning, as measured by baselines given and looking at student work by Spring 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Professional Development on assessment data and identifying gaps	Full staff	Full year	Data specialist
Professional Development on aligning and integrating assessments	Full staff	August-September	Admin, instructional coaches

Common planning time embedded in the schedules	Full staff	Full Year	Admin, instructional coaches
The use of three coaches in the areas of engagement, student voice and assessment.	Full staff	August-September	Admin, instructional coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Rhonda Bondie, Nina Dibner and Lisa Gravenburg											
Hochman program for 9 th and 10 th grade writing											
Instructional coaches for 9/10 and 11/12											
Independent content-based PD’s for 11 th and 12 th specialty contents (AP, Physics, Chem, Trig and Pre-Calculus											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Benchmark monitoring 3 times a year across all contents, Pass rates across grades, contents and classes, Regents pass rates, staff growth according to Advance feedback.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

For the 14-15 school year there was an entirely new leadership team put in place, including 16 out of classroom teacher leaders in the form of House (small learning communities) and content leaders. This model helped support sharing of student information, more attention paid to students at risk as well and collaborative planning and assessments.

Priority Needs:

- More Professional PD for the current AP and upcoming AP
- Communication protocols for staff and admin
- Feedback to the administrative team on a regular, 1-1 basis.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

School leaders will demonstrate excellence in moving student outcomes by meeting the goals set through the mission of the school according to their expertise.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PD on protocols and school wide communication</p>	<p>Admin team</p>	<p>August-September</p>	<p>Lovett</p>
<p>PD on mediations and “getting to yes” across the whole school community</p>	<p>Admin team</p>	<p>August-September</p>	<p>Lovett</p>
<p>PD on school wide protocols, best practices on communication, and expectations around both.</p>	<p>Full staff</p>	<p>August-September</p>	<p>Admin Team</p>
<p>Mid and end of year reviews with AP’s and admin team reports on goal progress and growth in school according to the in house rubric bound to PPO and QR rubrics.</p>	<p>Admin Team</p>	<p>January and May</p>	<p>Lovett</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Admin consultant, Evette Avila hired to support Principal and assistant principals in reaching their goals and progress monitoring</p> <p>Mentors for each new AP</p> <p>Morning and afternoon daily meetings with Admin team</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>	<p>Title I TA</p>	<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>			
	<p>C4E</p>		<p>21st Century Grant</p>	<p>SIG/SIF</p>	<p>PTA Funded</p>	<p>In Kind</p>	<p>Other</p>			

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>CEP goals established</p> <p>Amount of teacher-teacher and parent-teacher interventions/conversations</p>

QR results

Mid and end of year ratings

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths:

- Continuous communication with parents via school mailings (all translated), email, automated calls, personalized calls
- Parents receive current and up to date information regarding their child’s academic progress via calls from Advisors, in-person meetings and Pupil Path (Sept, Oct, Nov, Feb, March, May)
- School-wide attendance continues to improve and parents are contacted daily regarding absences/latenesses

Priority Needs:

- Activate our Parent Association Board
- Increase the amount of Parents Attending Parent Association Meetings and Principal Town Hall Meetings

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

80% of our parents will attend at least one Parent Teacher Conference throughout the 2015-16 school year and 80% of our parents will attend at least 2 Parent Association Meetings and/or Principal Town Halls throughout the 2015-16 school year. A minimum of 10 Parent Association Meetings will be held throughout the 2015-16 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Establish and promote LeAP workshops for Parents	All BDCA Parents	Sept. 2015- June 2016	School Business Manager and Parent Coordinator
Ensuring NYC DOE PA meeting requirements are met	ALL BDCA Parents	Sept. 2015- 2016	Parent Association Board, School Business Manager and Parent Coordinator
Monthly Parent Newsletter (translated, mailed and emailed)	ALL BDCA Parents	Sept. 2015- June 2016	Parent Association Board, School Business Manager and Parent Coordinator
Increase the number of Parent Participants	ALL BDCA Parents	Sept. 2015- June 2016	Parent Association Board, School Business Manager and Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Parent initiated events in the building Attendance at:

PTC

PA run events

House sponsored grade-level events

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students are monitored by lowest third data, exam scores and attendance for AIS services.	<ul style="list-style-type: none"> • Individual Reading plans with Reading Plus and Reading Horizons. • Unique programs will be generated for these students to build a program that best addresses their needs. • Office hours-tutoring services after and before school for targeted students • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Frequent High-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will 	<ul style="list-style-type: none"> • A combination of one-on-one interactions and small group instruction based on need. • After school tutoring in small groups. • Programmed small classes for most at-risk readers. • Collaborative Team Teaching model: throughout a lesson in class <p>Frequent, high-value contact with parents: via telephone, email, and Skedula updates.</p>	<p>Mostly during the school day, with before and after school tutoring options.</p> <p>Afterschool program runs on Mondays, Tuesdays, and Thursdays 3:05-5:40pm</p>

		<p>be contacted via email with regular updates on their students' assignments, performance, and important upcoming events.</p> <p>Pupil Personnel Team meets weekly to discuss action plans for at-risk students</p>		
<p>Mathematics</p>	<p>Students are monitored by lowest third data, exam scores and attendance for AIS services.</p>	<ul style="list-style-type: none"> • Students are mandated to after school tutoring and an extended day on Wednesdays. • Office hours-tutoring services after and before school for targeted students • Use of Math Score and Connections Academy for Supplemental Enrichment • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Frequent High-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via 	<ul style="list-style-type: none"> • Small group instruction • Programmed small classes for most at-risk readers. • Collaborative Team Teaching model: throughout a lesson in class <p>Frequent, high-value contact with parents: via telephone, email, and Skedula updates</p>	<p>After school, in small groups</p>

		<p>email with regular updates on their students' assignments, performance, and important upcoming events.</p> <p>Pupil Personnel Team meets weekly to discuss action plans for at-risk students</p>		
Science	<p>Students are monitored by lowest third data, exam scores and attendance for AIS services.</p>	<ul style="list-style-type: none"> • Students are programmed according to literacy levels and given small group instruction and one-on-one tutoring as needed. Office hours- tutoring services after and before school for targeted students • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Use of Blended Learning • Frequent High-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, 	<ul style="list-style-type: none"> • Small group instruction, one on one tutoring. Programmed small classes for most at-risk readers. • Collaborative Team Teaching model: throughout a lesson in class <p>Frequent, high-value contact with parents: via telephone, email, and Skedula updates</p>	<p>During school, tutoring after school as needed.</p>

		<p>performance, and important upcoming events.</p> <p>Pupil Personnel Team meets weekly to discuss action plans for at-risk students</p>		
<p>Social Studies</p>	<p>Students are monitored by lowest third data, exam scores and attendance for AIS services.</p>	<ul style="list-style-type: none"> • Students are programmed according to literacy levels and given small group instruction and one-on-one tutoring as needed. Office hours- tutoring services after and before school for targeted students • Differentiated programming with attention to special classes for under-performing students • Collaborative Team Teaching model • Frequent High-value contact with parents: Teachers will call parents when they are at-risk of failing; problem solving conferences will be scheduled as needed; daily phone calls are made to students who are absent; parents will be contacted via email with regular updates on their students' assignments, performance, and important upcoming events. <p>Pupil Personnel Team meets weekly to</p>	<ul style="list-style-type: none"> • Small group instruction, one on one tutoring <p>Programmed small classes for most at-risk readers.</p> <ul style="list-style-type: none"> • Collaborative Team Teaching model: throughout a lesson in class <p>Frequent, high-value contact with parents: via telephone, email, and Skedula updates</p>	<p>During school, tutoring after school as needed.</p>

		discuss action plans for at-risk students		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are monitored by lowest third data, attendance and reports to teachers through our in-house referral process.	<ul style="list-style-type: none"> • Counseling: <ul style="list-style-type: none"> o Mandated counseling by School Social Workers o Academic Counseling by Advisors and School Guidance Counselors o External Referrals from ESSH Services • Advisory: Academic support via advisory and one-on-one parent/guidance meetings. • Grade Summits: Information gathering and sharing with staff around high risk students and their needs • PPT: Regular pupil personnel team meetings to plan for at-risk students. • Student run peer mediation program 	<ul style="list-style-type: none"> • School Social Worker • School Guidance Counselors • Advisory: small groups • CBO Advocate Counselors 	Most services will be provided during the day, some before and after school, and a vast minority at night, off-site

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Bronx Design & Construction Academy holds open houses for interested candidates each year to try and dissuade the barrage of applications we receive yearly. We clearly outline our teaching expectations, the latitude given, the high expectations we have, and the PD plan they will be opting into.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Bronx Design & Construction Academy offers teachers a high degree of independence with very high expectations for final student outcomes. Teachers also receive frequent feedback. Our philosophy and budget shows that we invest our money in small class size, which teachers also appreciate. Teachers at BDCA set their own goals based off of the Danielson Rubric. We then compare our observations and areas of growth for the individual teacher and collaboratively develop a personal plan of action for each teacher. All staff have a master's degree in their respective subjects or are working toward it through an alternative certification program.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	456,402.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,741,022.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Bronx Design & Construction Academy agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

o that parents play an integral role in assisting their child’s learning;

o that parents are encouraged to be actively involved in their child’s education at school;

o that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

o that the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

This policy will be reviewed in May of every school year. The PA will evaluate the policy and decide on changes, revision will be finalized by the end of June for implementation of the subsequent school year.

1. Bronx Design & Construction Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Parent Association meetings are held on an ongoing basis. In addition, an executive committee of the Parent Association meets frequently to discuss all school matters. This executive committee serves as the School Leadership Team for Bronx Design & Construction Academy, and includes parent, student, staff and CBO representation.

2. Bronx Design & Construction Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Active SLT that reviews student performance data and assesses needs and direction of school.

3. Bronx Design & Construction Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- SLT will at regular meetings discuss goals and objectives of the school, progress toward said goals using data on student outcomes.

4. Bronx Design & Construction Academy will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

o The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- ♣ the State’s academic content standards

- ♣ the State’s student academic achievement standards

- ♣ the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

- o The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- ♣ Parenting workshops via our CBO- ESSH

- ♣ Frequent outreach and interaction between students and advisors

- o The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- ♣ Organizing active parent outreach via Bronx Design & Construction Academy parent coordinator and staff

- ♣ Organizing clear communication between advisors, students and parents through clear programming and protocols including training for staff

- o Active SLT programming and outreach

- o Active programming and outreach by parent coordinator

- o The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- ♣ Regular parent meetings

- ♣ Regular SLT meetings

- ♣ Letters and newsletters sent home to parents

In building deeper and strong parent involvement and relationships, Bronx Design & Construction Academy will:

- o involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- o provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- o immediately notifying parents of absences and tardiness of students, and calling Problem Solving Conferences as needed to address these concerns

- o pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- o train parents to enhance the involvement of other parents;

- o in order to maximize parental involvement and participation in their children’s education, arrange school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopt and implement model approaches to improving parental involvement;
- o develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o provide other reasonable support for parental involvement activities under section 1118 as parents may request.

School-Parent Compact

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Contract to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

The Bronx Design & Construction Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year 2015-2016.

School Responsibilities

The Bronx Design & Construction Academy School will:

- o Provide high-quality instruction in a supportive and effective learning environment that enables all students to exceed the State’s student academic achievement standards and matriculate into college or pursue career goals.
- o Communicate regularly with parents regarding student achievements, progress and concerns through Skedula, the Advisor and phone calls home.
- o Inform parents of students’ academic progress on a regular basis by:
 - ♣ Disseminating progress reports in October, January and May
 - ♣ House Orientation Sessions
 - ♣ Holding parent-teacher conferences in September, November, March and May.
 - ♣ Providing an annual report of students’ progress toward graduation.
- o Involve and inform parents in student work and achievement through several school-wide evening events (E.g., Internship Presentations, Expos, Awards Assemblies and Grade-wide Celebrations).

- o Inform parents of school-wide events, parent events, and PA meetings through email, phone calls, newsletters, and personal outreach. All communication from the school will be in an understandable and uniform format, including alternative languages and formats, to the extent possible.
- o Involve parents in the planning, review, and improvement of school-wide programs.
- o Hold an annual parent meeting to inform and explain the school's participation in Title I, Part A program. The meeting will include information about the requirements for participation in the Title I, Part A program. The school will convene the meeting at a convenient time, and will offer a flexible number of additional parental involvement meetings to include as many parents as possible.
- o Provide parents with reasonable access to staff through email, phone and face-to-face meetings.
- o Offer parents opportunities to volunteer, observe, and participate in classroom activities.
- o Promote a culture of respect among students and staff by upholding norms for appropriate behavior and dress.
- o Demonstrate an appreciation for diversity of students and staff with respect to race, gender, ethnicity, sexual orientation and religion.
- o Form parent partnerships to increase student attendance

Parent Responsibilities

Parents will:

- o Ensure his/her child's timeliness and daily attendance.
- o Inform the school of any planned absences, tardiness, or changes in phone number and address.
- o Ensure his/her child comes to school prepared with the materials necessary to learn.
- o Check in with his/her child regularly regarding assignments and preparation for exams.
- o Understand and promote the development of knowledge and skills necessary to graduate from high school and matriculate into college.
- o Participate in and communicate with the school by email, phone, or face-to-face meetings regarding decisions related to his/her child's education.
- o Encourage his/her child's participation in enrichment programs.
- o Acknowledge and respond promptly and accordingly to all mail, email, and phone notices from the school by promptly reading or listening to all school communication.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Bronx Design and Construction</u>	DBN: <u>07X522</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>73</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: After reviewing the 2013 NYSESLAT data, Regents and 8th grade data, any English Language Learner, in grades 9-11, who scored at the beginner and intermediate level of the NYSESLAT and/or failed a NYS exam is scheduled to attend a zero period class before their school day. In addition, we provide an afterschool program called G.E.T (Gaining Education Technically) for ELLs who need to enhance their writing skills.

Our after-school activities help our ELLs develop social skills, improve academic performance, and help them build strong supportive relationships with adults other than their parents. Our ELLs need guidance to grow into productive adulthood and after school programs and activities keep our students busy between 3 and 5p.m. Second, our after school program can provide extra time for career exploration, skill development, service learning and internships to prepare them for college and work.

-
Time: 7am - 8am

Days: Monday - Friday

Dates: October 20, 2014 - June 5, 2015

Total Number of Sessions: 135

Language of Instruction: English

Provider: Certified ESL Teacher

Number of Students: 17

(12) 9th graders - beginner level

(5) 9th graders - intermediate level

Materials: Reading Plus program and Randall's Cyber Listening Lab under the supervision of the ESL teacher.

-
G.E.T After School Program

Dates: October 27, 2014 - June 5, 2015.

Time: 3pm - 5pm

Days: Mondays, Tuesdays and Thursdays

Total Number of Sessions: 78

Language of Instruction: English

Providers: (1) Certified ESL Teacher and (1) Certified Social Studies Teacher

Materials: NY Times

Number of Students: 32

(20) 9th graders - advanced level

(10) 10th graders - advanced level

(2) 11th graders - advanced level

-
The data indicates that the majority of English Language Learners scored poorly in listening and writing. In the after school program, the social studies teacher begins the launch of the lesson with a listening exercise. Later, they are in small groups working on argumentative writing and text-based responses with the ESL Teacher. Both teachers circulate the room assisting students with the independent portion of the lesson.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ The content, performance and language demands of the CCLS and aligned assessments will augment the challenges for English language learners. Teacher preparation and professional development programs will need to be designed to support the deeper content, performance and language demands expected of students. Consequently, the content, quality and delivery of professional learning opportunities will need to support teachers' deeper understanding of content and mastery of instructional strategies that assist ELL students' attainment of more rigorous standards. Our ELLs are in grades 9-12 and, therefore, the entire instructional staff at BXDCA will address their specific needs.

Dates: October 15, 2014 - February 6, 2015

Providers: CFN 106 -- Barry Bullis and Laurie Gaughranthe

BXDCA Staff:

6 - ELA Teachers

1- ESL Teacher (Title III Provider)

6- Math Teachers

7- Social Studies Teachers (1 is a Title III Provider)

5- Science Teachers

10 - CTE Teachers

Time of Day:

Wednesdays from 12 - 2:20pm.

Topics to be covered:

October 15th: ELLs and the Application of the Common Core Standards

November 4th: ELL Data and the Regents Exams

December 10th: Engaging ELL Students Who Lack Native Language Fluency

January 14th : Poverty and the Effects on English Language Learners

February 4th: Understanding Writing Contexts for English Language Learners

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ Parents of ELLs face daunting barriers as they try to become informed or involved in their child's school. These barriers, which include the inability to understand English, unfamiliarity with the school system, and differences in cultural norms and cultural capital, can limit parents' communication and school participation. In order to assist our ELL parents Bronx Design and Construction has teamed with East Side House Settlement to help address the needs of our ELL parents. East Side House Settlement with the assistance of the school Parent Coordinator provides our parents workshops.

Days and Times: Saturdays 9-12pm

Provider: Lawshawn Tarver, School Partnerships and Advocacy

Part D: Parental Engagement Activities

BXDCA Parent Coordinator: Maria De Los Santos

BXDCA ELL Coordinator: Daria De Piro, ESL Teacher

Topics:

October 11, 2014: ELL Parents and the NYC DOE: How Our School Works -- Curriculum, Standards, Benchmarks and Materials

November 8, 2014: ELL Parent Rights: Access to interpreters and translated materials from your school, free lunch programs, supplementary school services that may be available to their children

December 13, 2014: Adult Learning Opportunities for ELL Parents: English and/or native language literacy classes for adults, family literacy projects, and parenting classes.

Parents are notified via letter/phone by our parent coordinator of any upcoming workshops. Translation in Spanish is provided for parents by East Side House Settlement.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 522
School Name Bronx Design & Construction Academy		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Abigail Lovett	Assistant Principal Christina Cannon
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Michael Mahrer, ESL	School Counselor Jorge Garcia
Teacher/Subject Area Sandra Woods, ELA	Parent
Teacher/Subject Area Lakesha Brooks, SS	Parent Coordinator LaShawn Tarver
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Elaine Lindsey	Other (Name and Title)

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	542	Total number of ELLs	78	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	29
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	24	Long-Term (ELLs receiving service 7 or more years)	26

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	28			24			26			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										39	27	5	2	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										3				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										11	4	1		0
Emerging (Low Intermediate)										9	4	2		0
Transitioning (High Intermediate)														0
Expanding (Advanced)										23	20	2	2	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
BDCA uses the NYSESLAT and NYSITELL to assess the literacy skills of our ELLs. The data from these tests determine programming needs. Our school is entering its fifth year, and we will use the State ESL test scores and Regents exam data to determine how to program ELLs' classes for next year. The new NYC ELA assessment data helps in determining the strengths and weaknesses of our students' literacy skills, particularly in persuasive and counter-argument writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns reveals that the majority of our students need the most support in developing listening and writing skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
 N/A
- How do you make sure that a student's new language development is considered in instructional decisions?
Subject teachers, advisors, and counselors are encouraged to communicate with ESL teachers and the ELL coordinator when concerns arise about a student's academic performance that appear to be related to the student's English language acquisition. Changes are made in the student's program when deemed necessary

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
At the present time, we use the NYSESLAT data to determine the success of our program. Over ninety percent of the students move to the Advance level or score Proficient on the exam.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
All students entering BDCA from non NYCDOE schools complete the HLIS, administered by the ELL coordinator. If determined necessary, these students are given the NYSITELL, also administered by the ELL Coordinator. All incoming students from NYCDOE schools are programmed according to their current ESL eligibility status as indicated by ATS reports. Every student who has not passed the NYSESLAT is given the exam in the spring.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Teachers use student work followed by an interview to identify students as SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
The SIT team consults ELL coordinator to identify ELLs within our newly enrolled students with IEPs.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Upon score determination, letters are sent home to parents by our school Director of Operations.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
New ELL and Special Ed students and parents are invited to an orientation at the start of the school year, at which point the ENL program and parents rights are articulated.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
At the beginning of each school year, all parents of ELL students are invited to a meeting in which the school describes the ESL program; Spanish language translation is provided. Parents are informed of other ELL program options and are given the option of requesting an alternate program in another school.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our parent coordinator distributes Parent Surveys and Program Selection forms at the ESL parent meeting at the beginning of the year. Parents who do not attend the meeting have letters sent to their home. Our parent coordinator then follows up with each parent individually until we receive all forms back.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school Director of Operations, along with the main office staff, tracks the completion of these forms and follows up with families who have not returned the letters.
9. Describe how your school ensures that placement parent notification letters are distributed.
The school Director of Operations coordinates with our ESL coordinator in order to ensure that letters go home to appropriate families.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ESL coordinator, in conjunction with the school Director of Operations, maintain records of student documentation.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 Students required to take the NYSESLAT are identified and the list shared with their teachers. The exam is administered in the place of their regularly scheduled classes within the testing window. Students who are absent on the day when a particular section of the exam is administered are flagged for make-up administrations on ensuing days. Checklists are maintained by the ELL coordinator to ensure maximum participation in the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 The ESL coordinator in conjunction with the school Director of Operations ensure that necessary updates are sent home with monthly parent mailings.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 Few if any parent requests regarding Program selection have been received.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 All ENL instruction is given in departmentalized, heterogeneous classrooms with a licensed ESL teacher. Students that are beginning, intermediate, or advanced ENL students and need extra practice are programmed for ELA and History together. Those students who are advanced and do not need extra practice are scheduled for a zero period class with licensed ESL teacher for language development and support.
 - b. TBE program. *If applicable.*
 N/A
 - c. DL program. *If applicable.*
 N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 Both ESL teachers in the building have ESL certificates and provide instruction in stand alone classes. Our program ensures that all beginner and intermediate students get 600 minutes of ESL instruction per week and all advanced students get minimum of 300 minutes a week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 BDCA uses the Framework for Effective Instruction (FEI) for all classrooms. Students have three distinct points in their lessons: Launch, Investigation, and Synthesis. The largest focus of FEI in every classroom is literacy attainment, so we feel it is an effective method for our ESL classes as well. Students are taught Global History and English in English with scaffolded materials and a variety of applications used for blended learning.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 N/A - All assessments are conducted in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 ELL students receive support and evaluation in the development of language through online courses as well as through targeted language instruction throughout the year.)
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE

Chart Newcomer

- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

The use of differentiated materials, class settings and online resources enable us to differentiate instruction for each specific type of English Language Learner within each classroom.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

The school's consistent focus on data helps in ensuring that we are acutely aware of the affects of the re-identification of any student. Classroom student achievement Data is pulled regularly with regard to student progress in all subjects and would help in identifying any negative affects of re-identification of a student.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers use a variety of blended learning, scaffolded texts, homo-and heterogenous grouping, and any mandates on the child's IEP.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have banded scheduling and humanities blocks which allow a great deal of flexibility in letting us program the students for exactly the classes that are needed for them and will provide them the best curriculum and academic environment to succeed."

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL Chart 1111C (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

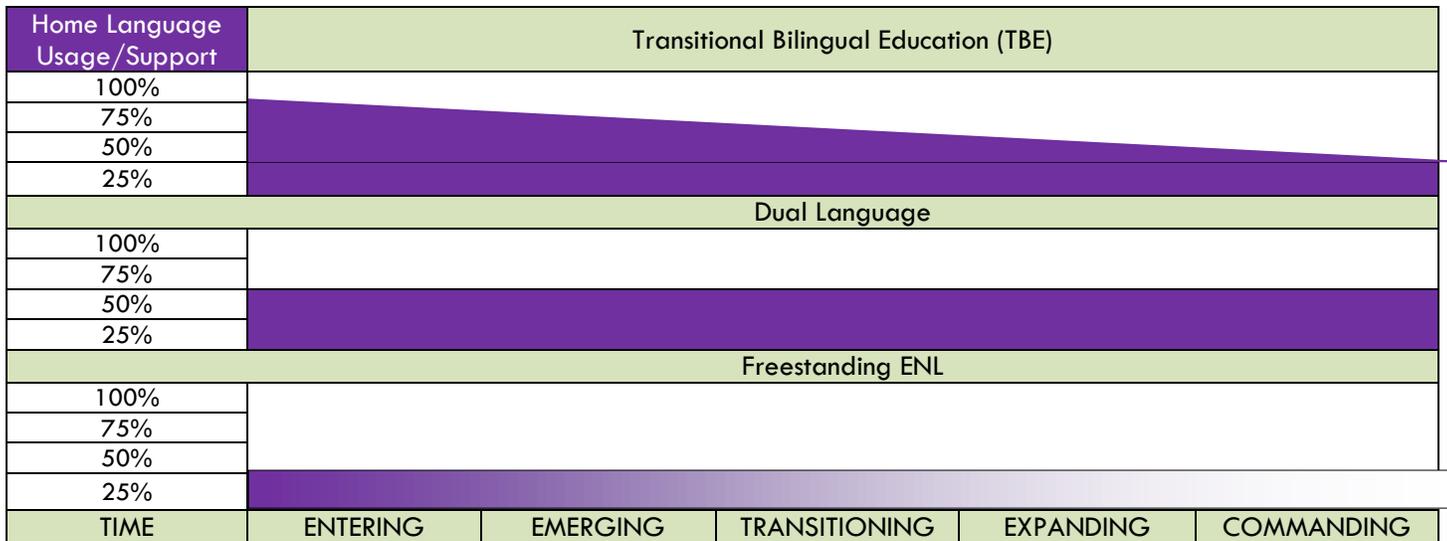


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The targeted intervention programs for ELL students in mathematics are the same as for all other students, including mandated and voluntary tutoring. Math help is available in Spanish for our students who are having difficulty with mathematics vocabulary via push-in support from our two bilingual paraprofessionals.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is meeting the needs of many of ELLs in content and language through the differentiation it provides. Students have the opportunity to use Reading Plus and Rosetta Stone to help improve their reading and language acquisition.
12. What new programs or improvements will be considered for the upcoming school year?
We seek to hire an additional ESL provider.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All school programs are available to all students regardless of any designations. As long as students meet academic and behavioral thresholds, they are able to participate in any activity.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Reading Plus, Rosetta Stone, Scantron Performance Series, native language reference material, push in social worker and paraprofessional.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
"Students have native language resources available to them as needed (i.e. English-Spanish dictionaries, web-based translation applications, etc.) . No instruction is provided in native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Curriculum is discussed in content as well as house meetings. These meetings enable teachers to ensure the appropriateness of lessons and materials for all students, in particular, accounting for the individual needs of our ELLs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Students and families are invited to new student orientation specifically with regards to ESL programming. Additionally parents are invited to Town Halls with the principals throughout the year and House Leaders organize grade specific events in which students and families can come and discuss any issues with teachers. Students also have the opportunity to meet with our counseling staff throughout the year.
19. What language electives are offered to ELLs?
All students can take a language of their choice using an interactive computer program in their junior and senior year.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our PD plan centers around the incorporation of writing across the curriculum with a specific focus on engagement. These strategies are encouraged through the continued development of teachers skills in Data Driven Instruction and UbD, with the majority of PD led by teachers themselves. See attached PD plan.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
See attached PD Plan.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teachers who teach freshmen have regular meeting times with their house leader as well as the other teachers of the grade to identify needs and develop strategies to support students transitioning. There are two 9/10 instructional leaders who facilitate this collaboration.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All incoming teachers, APs, and paraprofessionals to BDCA receive seven and a half hours of professional development during our new teacher orientation in August. Topics include: literacy acquisitions across subjects, CR 154, differentiating instruction, and analyzing student data.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Our ENL Coordinator works regularly with our bilingual school aide to contact parents and invite them to meet with the ENL staff to discuss their children's progress, regarding both English acquisition and their success in academic and CTE classes relative to language development. These meetings will be conducted at least once, preferably twice per year.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
A spreadsheet is maintained in GoogleDocs recording all phone calls and appointments made, as well as a list of attendees and a narrative of the meeting. Additionally, the file that is maintained for each ELL will receive a copy of that information as well as any letters that have been sent home.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Occasional workshops and meetings are conducted for the benefit of parents of ELLs. Those parents are also invited to receive training in computer applications, especially the online academic record keeping system Skedula, which our teachers use for recording student attendance, in-class progress, and grades.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We have an extensive partnership with East Side Settlement House, which provides academic and psycho-social counseling as well as immigration related services to students and their parents as needed. Typically, two or three of ESSH's counselors are fully bilingual in English and Spanish.
5. How do you evaluate the needs of the parents?
We plan to develop a Spanish language questionnaire for the parents of ELLs that will survey their needs for support.
6. How do your parental involvement activities address the needs of the parents?
Our parental supports address parents needs by meeting them where their needs exist. Because our ELL population is not overwhelming, it is relatively simple to refer all parental needs that are identified at various school functions, in surveys, and in one-to-one meetings with parents, to the person in the building designated or best equipped to help with a particular situation.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07X522**

School Name: **Bronx Design & Construction Academy**

Superintendent: **Elaine Lindsey**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In the four years since BDCA opened (2011-12 school year), the consistent pattern has emerged that at least half of our students' families speak Spanish as a first language at home. Consequently, we assume that all communications to parents must be delivered in both English and Spanish. These communications include phone calls home, which are always made by English-Spanish bilingual personnel; letters delivered by mail; and emails. Additionally, all events at school are conducted bilingually, with Spanish language translation either available or provided outright.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

1. English
2. Spanish.

Note: We have a small number of students whose families speak French at home, but in all cases those families are equally proficient in English

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Most of our documents disseminated to parents are translated in-house by bilingual personnel who are on staff. From time to time we have availed ourselves of the services of the Translation & Interpretation Unit for longer documents, and we will continue to do so as needed.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

All of our office staff (our Principal's Secretary; our school aide responsible for data maintenance; our community assistant who staffs our main office; our Director of Operations) are all fully bilingual in English and Spanish, so any time a parent interfaces with our school, he or she can expect to speak with a staffmember who can communicate in English, Spanish, or both. In addition, our social worker, most of our counselors, several deans, and one of our ESL teachers are also fluent in Spanish. This means that no special arrangements for interpretation should ever have to be made, as the interpretation services are a function of our staffing decisions.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our Director of Operations will ensure that all PD requirements are met by either bringing in trainers to conduct PD sessions or sharing those strategies herself at regularly scheduled staff meetings.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our office personnel will ensure that these requirements are met by posting all required notifications in the area of our main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

A parent survey will be distributed on a minimum of two occasions during the course of the year (i.e. during regularly scheduled parent-teacher conferences) to determine parents' degree of satisfaction with Spanish language translation and interpretation services.